meaning and use is evident for such problems as those of recapitulation, the drill period, the much-overworked subconscious and dual self, etc. The result is one of the best aids that we have had in working toward a sane basis of approach to moral education in a sense in which one is not justified in leaving out of account industry, vocation, the claims of modern life, or even nature. In a very real sense limitations become resources.

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The College Mathematics Notebook. By ROBERT E. MORITZ. Boston: Ginn & Co., 1911. Pp. 106. $0.80.

This notebook was designed for the use of classes in trigonometry, college algebra, and analytic geometry. It can, however, be used to advantage by students of physics, chemistry, and engineering, and is well adapted for use in graphical work and computations of all kinds.

There are ninety-five sheets of squared paper, 15 by 22 centimeters, and five sheets of polar-co-ordinate paper. These pages are ruled horizontally on the reverse side for recording the data and results. The lists of most important formulas of algebra, geometry, trigonometry, and analytic geometry, and seven two-place tables will prove a great convenience in making computations. The biflex binder makes it possible to add or remove pages very readily.

H. E. COBB

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School Books and International Prejudices. By ALBERT BUSHNELL HART. New York: American Association for International Conciliation, 1911. Pp. 16.

This little pamphlet, published as "No. 38" by the American Association for International Conciliation, deserves a careful reading by teachers of history and those preparing textbooks for use in our schools. It deals primarily with the subject of international wars and their one-sided treatment in many of our textbooks.

Accounts of wars, civil and international, have always filled a large space in our histories. This is due, probably, to three reasons:

First, wars, in modern times at any rate, are usually the volcanic explosions of forces that have long agitated society. They mark the crises in the evolution of a people. For this reason wars have held, and must continue to hold, a conspicuous place in the drama of national development.

The other motives that have led historians to give so much attention to wars are the desire to make their stories interesting and a zeal to inspire feelings of patriotism. It is a question, though, whether the sort of patriotism that is fanned into life only by a spirit of hatred for other nations and peoples is the kind that makes for the most useful type of citizenship. Would it not be possible to create a much more effective civic spirit and to arouse just as

great an interest in history by bringing students into touch with the vital questions of social progress, and helping them to understand that society is constantly struggling to accomplish certain great purposes in times of peace as well as in times of bloodshed? This is a question for teachers of history to ponder.

Professor Hart's little pamphlet is a vigorous protest against that form of teaching which is calculated to awaken prejudices in the child's mind which can hardly be overcome even in mature life. "The time has come," he says, "when school books prepared for both American and British youth should recognize this state of things: when the Revolution should no longer be treated as a causeless aggression but as a deep and broad Anglo-Saxon movement in which both sides had some right and both had some wrong."

EDWARD E. HILL

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Physics. By CHARLES RIBORG MANN and GEORGE RANSOM TWISS. Revised edition. Chicago: Scott, Foresman & Co., 1910. Pp. 424. Illustrated. $1.25.

This little book, although appearing under the title of a revision, differs from the earlier editions in so many respects as to be in effect a new contribution to the list of high-school texts. The activity of one of its authors in recent discussions concerning the shortcomings of present-day physics teaching in high schools gives to it a certain special interest in so far as it may be regarded as illustrative of the kind of course for which the most extreme advocates of reform in physics teaching stand. It will probably be a matter of some satisfaction to the more conservative teachers to find how little this book differs from what may be regarded as the typical elementary text of the present time. In view of this fact it is peculiarly unfortunate that the authors have seen fit to insert a preface which repeats, in the most sweeping form, some of the charges against recent methods of physics teaching. Such a preface is likely to create, in many cases, a prejudice against the book which is in fact not justified by the text itself.

The distinctive features of the book are: (1) a definite and conscious attempt to teach a scientific method of study rather than to promote the acquisition of information; (2) the arrangement, including the division into two parts, allowing a choice of material for a short or long course without sacrifice of continuity; (3) the absence, except in the final chapters, of the c.g.s. units and the symbolic equations; (4) the really excellent summaries and the lists of suggestive questions and problems which close each chapter.

Concerning the wisdom and value of these features there is likely to be a wide divergence of opinions. Most teachers will undoubtedly agree that it is desirable to teach the method of science so far as this is possible without sacrifice of other ends at least equally important, but very many good teachers will doubt the possibility of teaching a scientific method by the use of any text, however good, unless it is in the hands of teachers who have themselves acquired the method; and it is unfortunately true that such teachers are not generally available for the smaller high schools under existing conditions.